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Winter 2021 Call for Manuscripts

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Winter 2021 Call for Manuscripts

VIRGINIA ENGLISH JOURNAL

WINTER 2021

"INTEREST"

SUBMIT YOUR WORK TO VEJ'S WINTER 2021 ISSUE

Motivation in the English language arts classroom matters, and since the summer of 2019, *VEJ* authors considered strategies related to **eM**powerment, **U**sefulness, and **S**uccess. These motivational strategies are derived from the MUSIC Model of Motivation (Jones, 2009, 2018), and they are related to research-based principles; we have two more strategies left to devote our attention. For the upcoming winter issue, I invite you to consider "Interest." Share how you design curriculum in such a way that students become interested in the content and learning activities.

When Katrina, Patrick, and Samantha (our children) were younger, we insisted that they keep a "bored bag." Do not get me wrong, from boredom springs creativity, but still, we wanted our children to plan. Whether we were heading out for a long road trip or a day at the ballpark for a sibling's tournament, we put the responsibility on them to prepare for boredom. Then, when boredom struck, they could get creative with the materials they packed. Depending on the age and the kid, things that often landed in the bags were books, bubbles, journals, Mad Libs, playing cards, iPod, magnetic words or letters in a magnetic case, Bananagrams, gak, bingo cards, dry erase boards and dry erase markers, balls, the annoying Bop It, jump rope, Frisbee, rubber bouncy balls, and match box cars.

"Do you have your bored bag?"

It is hard to tell how many times my husband and I asked that question. I was often curious what they chose to stuff in their bags.

- Boredom can and does set in with students in the classroom, but bored students don't have the options available to them, or the freedoms, that they enjoy if they are bored at home or "on the go" with their families. There was one particular year that I just *knew* my son was going to be especially bored in school. So, I did what any good English teacher would do, introduced him to Harry Potter. He read the entire series that second-grade year. We can keep kids busy with fun stuff but building real interest in the classroom is more than busy, fun stuff. Teachers don't have "bored bags," but they do have strategies, plans, and trusted resources. We call our "bored bags" things like "enrichment" or "motivational strategies."

- What are the different ways you engage your students in the content? What do you do to pique or tap into the interest of your students? What are some ways you have structured your curriculum (in classrooms or virtual spaces) to make it interesting for students?
- When have you seen your students genuinely curious and enthusiastic about classroom topics?
- What specific topics for applying the 5 C's of creative thinking, critical thinking, collaboration, communication, and citizenship resulted in relating the content to students' individual interest?
- How have you effectively helped your students gain interest by using novelty, humor, engendering emotions, controversy or providing surprising information?
- In what ways have you increased students' interest by using social interaction, games, suspense, contradiction, or a variety of learning activities?

This issue of the *Virginia English Journal* will contain three types of articles, described below:

Feature articles: These are longer articles of 3,000 to 5,000 words (including references, tables, and figures) that blend research and practice, providing educators with theoretical understandings as well as practitioner-friendly ideas.

Great teaching ideas: Shorter articles of 1,000 to 2,000 words (including references, tables, and figures) that focus on effective and innovative teaching practices that other educators can quickly put into action in their classes.

Budding scholars: English and English education majors interested in sharing their ideas with an audience of fellow educators are encouraged to submit. Articles of 2,000 to 4,000 words (including references, tables, and figures) should blend research-based insights with practical suggestions for application and share unique perspectives on English instruction.

We also invite writers to bring variety to our journal by contributing book reviews and poetry that will appeal to our readership.

Book Reviews: We invite you to submit a book review 1,200 to 1,400 words, showcasing how it impacted you as an educator.

Poetry: The *VEJ* wants to celebrate our poets. If you use poetry in your classroom, then please include what has worked for you along with your poems.

Submission deadline: November 1, 2020

References

- Jones, B. D. (2017, December). *User guide for assessing the components of the MUSIC® Model of Motivation*. Retrieved from <http://www.theMUSICmodel.com>

